**Project 2: Organizing Primary Sources and Personalizing History**

**Tripp Floyd**

1. Editorial cartoon
   * + **Japan vs. China**
       - <http://www.google.co.uk/imgres?q=Political+Cartoons+The+Japanese+Imperialism&um=1&hl=en&sa=N&biw=1360&bih=633&tbm=isch&tbnid=w348O7-uFmZXjM:&imgrefurl=http://www.cartoonstock.com/vintage/directory/j/japanese_imperialism.asp&docid=_XpJ2aVJdWplgM&imgurl=http://www.cartoonstock.com/lowres/csl0110l.jpg&w=400&h=314&ei=FLnATvG_DuncmAWficSLBA&zoom=1&iact=hc&vpx=182&vpy=150&dur=997&hovh=199&hovw=253&tx=143&ty=94&sig=100120484554849619802&page=1&tbnh=140&tbnw=176&start=0&ndsp=21&ved=1t:429,r:0,s:0>
   * Start Locally, Connect Globally
     + For many students who are unfamiliar with Japanese history it may be hard to comprehend how amazing/unbelievable it was and is that such a small country such as Japan was able to conquer and contend with such large countries such as China. In order to give them a better understand of what it was like I would “Start Locally” by drawing a comparison with something the students are familiar with. For this I would use a rattler snake defeating/killing a bull. I’d show how that though the snake is small and contains a power that is capable of defeating something much bigger than itself. I would then tie it in with the picture of how the small Japanese Samurai has conquered the much larger Chinese soldier. The point being that regardless of the size of the snake or country, if they so choose they are capable of delivering a bite/strike that can bring down the mightiest of beasts.
2. Multi-media,
   * + **Anti-Japanese Propaganda Video 1945** 
       - <http://www.youtube.com/watch?v=I-lQ3BrzQO4>
   * Common Experiences and Critical perspectives
     + The subject of stereotypes, racial views, and other forms of ignorance is something that many students have been exposed to in some shape or form by the time they reach the secondary levels. After watching this video I would be able to touch onto other stereotypes that the class is aware of and then address the faults that they hold. For example, I would talk about the stereotype that everyone from the south is a “redneck” or “Hick” who can’t read and is racist. Then I would reveal that I, the teacher, am from the south, am educated and is not racist. We would then go into discussion about taking different perspectives and try to see things from another’s point of view. Using the video as an example we could put ourselves as the reporters and general American/westerner at the time. Have no real knowledge of the Japanese other than their physical characteristics and fighting capabilities. We could also take the role of the government or military trying to scare the general public into supporting their cause. By critically assessing the different perspectives the students will be able to learn more than just what is being said or read.
3. Artifact,
   * + **Newspaper**
       - <http://4.bp.blogspot.com/_vv3wKAOJN3g/TEKzl0Rk5uI/AAAAAAAAAeI/bC_rPC9YYYg/s1600/lest_we_forget_003.jpg>
   * Making Connections
     + By making connections of historical outcomes we’re able to see the significance of various actions and events in history. For example, if we focus on our war with Japan during WWII we know that Japan loses after a fierce fighting, large casualties and use of atomic weaponry. By making connections with previous events we are able to see how we got to the point where atomic weaponry was used and why we got in the war in the first place. Only by making these connections can the students full understand and appreciate history as it unfolds.